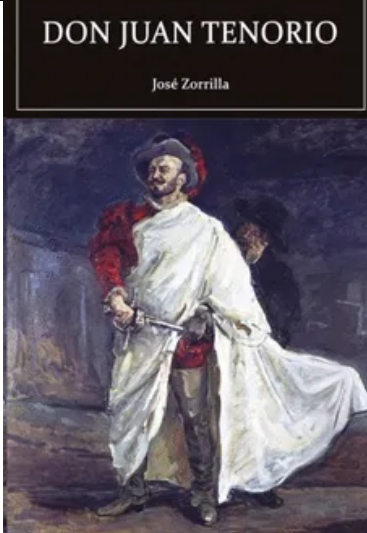



Don Juan in the Spanish Cultural Imaginary

| | | |
|--|---|---|
| <p style="text-align: center;">MWF 9:00-9:50 KAUKE 238</p> <p>INSTRUCTOR: Brian Cope, Ph.D.</p> <p>EMAIL: bcope@wooster.edu</p> <p>OFFICE: Kauke 303</p> <p>OFFICE HOURS: By appointment</p> <p>WEBSITE: https://donjuan.voices.wooster.edu</p> |  |  |
|--|---|---|

Course Description: Don Juan remains one of the most enduring literary archetypes of world literature. Since its inception in seventeenth-century Spain, it has been revisited and reinvented by numerous writers and artists outside of Spain, including Mozart, Molière, Alexandre Dumas, Lord Byron, and Søren Kierkegaard. The widely popular autobiography of Giacomo Casanova (1725-1798), which recounts the sexual exploits of a real-life 18th century Italian adventurer and socialite, represents the most noteworthy example of the sociological phenomenon of *donjuanismo* (or *Don-Juan-like behavior*) and attests to the cultural cache that the figure of the womanizer has long enjoyed in the European popular imagination. In the 21st century, it is impossible to talk about the archetypal figure of *Don Juan* without talking about misogyny, male privilege, the exercise of patriarchal power, sexual assault, and toxic masculinity. Kate Manne's *Entitled: How Male Privilege Hurts Women* (2020) will provide the conceptual tools needed to decode and contextualize the assigned texts for the course. It will also serve as a touchstone for relating the fictional stories told in the assigned readings and films to the real world. Bringing a feminist perspective to bear on the assigned texts will help us to better understand them as cultural artifacts that deliberately aspire to interrogate the social systems that objectify and exploit women (or in one exceptional case, to celebrate them). The course begins with the Romantic era play, *Don Juan Tenorio* (1844) and continues with a selection of short stories, novels, and films that explore the sociological phenomenon of *donjuanismo*. Other texts may also be assigned that focus on issues related to the condition of women in Spanish society and beyond. By the end of this course, students will have gained a unique perspective on the numerous challenges that women have faced in Spain in their struggle for autonomy and equality during the past two hundred years. *Prerequisites:* Spanish 202, and either 223 or 224, or permission of the instructor. This course may be used to satisfy the Junior IS requirement. **Course taught in Spanish.** [C, W, AH, WGSS]

Forewarning: The assigned texts contain varying degrees of sexual content and representations of coercive acts perpetrated against women. Critical distance is needed in order for this course to be a positive learning experience. I encourage any student who has concerns about the content of this course to confer with me during office hours. All students are required to complete all of the assigned readings and viewings, without exception.

Student Learning Objectives: 1) To develop an appreciation of the study of Spanish as a field of humanistic inquiry through reading and learning about the Don Juan tradition in Spanish literature; 2) to explore how some Spanish authors have used the Don Juan literary archetype in the service of feminism or to satirize patriarchal attitudes; 3) to learn about the condition of women in Spain from the nineteenth century to the present; 4) to gain structured practice in literary analysis and research; 5) to gain experience reading

scholarly studies on Spanish literature, film, and culture; 6) to continue gaining advanced practice in reading, speaking, writing, and listening comprehension for everyday communication and higher-order reasoning. All of the assignments and class activities are designed to achieve these objectives. **Note:** The learning objectives for this course align closely with the following [Graduate Qualities](#) of the College of Wooster: *Independent Thinking; Integrative and Collaborative Inquiry; Dynamic Understanding of the Liberal Arts; Effective Communication; and Global Engagement*. All of the assignments and class activities are designed to achieve these goals.

Expectations and Required Work: Generally, preparing for class entails: 1) actively reading or viewing the assignments that appear on the schedule of classes; 2) taking careful notes on the reading or viewing assignments; 3) completing and submitting all homework assignments with care and attention to detail. It is recommended that you review grammatical topics independently as needed and that you consult with the professor during office hours to address any difficulties that you might be experiencing in the course. As a discussion-based course, it is imperative that you come to class ready to engage with your peers, share your ideas on the assigned readings or viewings, and take a leadership role in facilitating substantive and focused exchanges. It is also expected that you bring printed copies of the assigned readings to class and your notes unless the readings have been assigned on Perusall. Finally, each class session will require approximately 2-4 hours of focused preparation.

Class Dynamic: The success of this course depends on your daily preparation and active participation. In class, whether remote or in person, you will be asked to discuss the assigned readings and viewings with your peers. In order to facilitate the discussion, I will usually require you to complete short homework assignments designed to test your knowledge or give you informal practice with writing, be it critical, argumentative, or reflective. You can expect to find a relaxed atmosphere in the classroom, and the general understanding will be that each person bears equal responsibility for bringing forth a substantive and lively discussion. To that end, it is strongly recommended that you do the homework assignments conscientiously and that you think carefully about what you wish to say about the assigned readings or viewings before coming to class. **Note:** Having little or nothing to say during class is the best way to lose points. Conversely, you can do much to ensure your overall success by coming to class well prepared and willing to discuss, listen, and debate openly and respectfully.

Attendance: Regular attendance and participation are essential for success in this course. Attendance is required. Please be on time and be engaged for the duration of class. Being late on a regular basis will have a negative impact on your daily participation grade, and eventually, your final grade. **Note:** Eating is not allowed in class because it will interfere with your ability to communicate but drinking a beverage is fine. For every absence, you will receive a zero for class participation for that given day. Also, more than **TWELVE absences** will result in an **automatic F** in the course, regardless of the circumstances. There are no excused absences or unexcused absences. It is not possible to receive participation points for the days missed nor recuperate missed class work. However, your class participation will be calculated based on the total number of scheduled class periods *minus* two, which means that **TWO absences** will be automatically forgiven at the end of the semester. I recommend being judicious about the way you use these absences, as they are intended to provide some relief for having missed class due to illness, co-curricular activities, or religious observances. If you become ill and the illness persists for such a length of time as to cause you to miss more than twelve classes, then you should withdraw from the course since it will no longer be possible to receive a passing grade.

On learning another language: There are no shortcuts to learning a second language. Grammar and vocabulary must be actively reviewed and memorized independently for an extended period of time after having formally studied them in courses. At Wooster, the formal study of grammar corresponds to Spanish 101-102 and Spanish 201-202. As an advanced 300-level course, the assumption is that you possess the ability to see your written errors and to hear your spoken errors and to practice self-correction. Doing the assigned work for this course conscientiously and diligently will reinforce your knowledge of Spanish grammar provided that you do your part to remedy any gaps in your knowledge of Spanish that you know to exist. Not reviewing grammar and not being an active reader, listener and inquirer will put you at significant

risk of linguistic regression. I expect that if you have enrolled in this course your long-term goal is to achieve or maintain a respectable level of *bilingualism*. This being the case, you will do well to give this course the time that it needs in order for it to help you move closer to that goal. If this is not your goal, then this course is not a good fit for you and you should consider dropping it.

Professor Cope’s Teaching Philosophy: My role is to support students in their endeavor to succeed in my course as well as challenge them to realize their maximum learning potential. I feel an obligation to hold my students to high but reasonable standards. More importantly, I expect my students to hold themselves to reasonably high standards and to take full advantage of the resources available to them. I invest my time in mentoring, tutoring, and advising any and all of my students who seek me out for these purposes. Please do not hesitate to contact me if you think I can be of assistance. I also welcome any student who comes to me in the interest of advocating for themselves.

A few things about Professor Cope: I hold M.A. and Ph.D. degrees in Spanish. My scholarly work focuses on 20th-century literature, philosophy and cinema from Spain. As an undergrad, I double majored in Art History and Spanish and studied for one year at the University of Salamanca (Spain). I am from a rural area of California (Prunedale, pop. 17,000). My maternal grandparents were from Nogales, México/Arizona and Spanish was their first language. I began learning Spanish as a teenager in an environment where bilingualism was and still is common. I genuinely enjoy helping students learn Spanish, at all levels. I have been at The College of Wooster for 18 years. My pronouns are he/him.

Grade Distribution (standard 10 point scale with + and -; below 60 is a failing grade):

| | |
|--|-------|
| Peer Engagement and Active Participation..... | 10% |
| Homework Assignments and Quizzes..... | 10% |
| Analytical papers (4)..... | 35% |
| Writing Portfolio..... | 5% |
| Independent Research on <i>donjuanismo</i> | 5% |
| Annotated Bibliography..... | 10% |
| Presentation..... | 5% |
| Final Paper..... | 20% |
| Extra Credit..... | +1-4% |

Primary Texts (most available via open access):

1. *Entitled: How Male Privilege Hurts Women*, Kate Manne
2. *Don Juan Tenorio*, José Zorrilla
3. *Sor Aparición*, Emilia Pardo Bazán
4. *Tristana*, Benito Pérez Galdós
5. *La derrota de Don Juan*, Ángeles Vicente
5. *Niebla*, Miguel de Unamuno
6. *La casa de Bernarda Alba*, Federico García Lorca
7. *Viridiana*, Luis Buñuel
8. *Hable con ella*, Pedro Almodóvar
9. *Átame*, Pedro Almodóvar
10. *Los girasoles ciegos*, José Luis Cuerda
11. *Te doy mis ojos*, Iciar Bollain

NOTE: *The agenda contains links to additional required readings.*

Peer Engagement and Active Participation: It is expected that all students will contribute to the class discussion and participate in the planned activities every day *in Spanish*. This class follows a conversation-based format and collaborative learning model. Likewise, your active and sustained participation is needed and required. On most days, I will assign you to small groups and give you specific questions or topics to address. On these days, I will circulate between the groups, briefly joining in or just listening. Your class participation grade does not depend on what you happen to say while I am listening to your group. Therefore, think of me as just another participant or interested party. **Note 1:** Keep in mind that a group conversation

may last most of the class period. This means that you need to come to class with well-developed thoughts and ideas to share and explore, and a strong willingness to take a proactive role in keeping the conversation alive and moving it in a productive direction. **Note 2:** The expectation is that students will remain fully engaged and involved in the classroom activities for the entire class period; will participate voluntarily and engage constructively with their peers; will exhibit initiative and leadership during group activities; will offer relevant and thoughtful comments on the assigned readings or viewings; will be noticeably well prepared and refrain from speaking English, eating, or engaging in distracting behavior. Although a maximum of ten points can be deducted for deficiencies in any of the aforementioned areas on any given day, the threshold for losing points is very high. This means that students who are prepared, make a noticeable effort, and exhibit professionalism are at a very low risk of losing any points. **The following criteria will be applied to evaluate daily participation:**

- 9-10 Excellent to Superior**
- participation demonstrates completion of homework
 - oral participation shows an excellent understanding of the assigned grammar
 - participation is active and voluntary
 - common speaking errors for this level but errors are not excessive
 - positive attitude and commitment to contributing to the class dynamic
 - student speaks only Spanish
 - camera on (if class is remote)

- 8 Good**
- participation demonstrates completion of homework
 - oral participation shows a good understanding of the assigned grammar
 - student participates voluntarily and actively
 - common speaking errors for this level and some errors are of a remedial nature
 - overall positive attitude and commitment to contributing to the class dynamic
 - little to no use of English
 - camera on (if class is remote)

- 7 Satisfactory**
- participation might not demonstrate completion of homework
 - oral participation shows a satisfactory understanding of the assigned grammar
 - reluctant, strained, or non-voluntary participation
 - common speaking errors for this level and more than some errors are of a remedial nature
 - overall positive attitude but may lack commitment to contributing to the class dynamic
 - some or more use of English
 - camera might not be turned on (if class is remote)
 - student was eating during class

- 0-6 Unsatisfactory**
- participation clearly does not demonstrate completion of homework
 - oral participation shows an unsatisfactory understanding of the assigned grammar
 - reluctant, strained, or insufficient participation

- common speaking errors for this level and many errors are of a remedial nature
- possibly demonstrates a negative attitude and does not contribute to the class dynamic
- apparent lack of preparation
- student might insist on using English
- camera might be off (if class is remote)
- student might not participate and might not respond to questions

Homework Assignments and Quizzes: Students will be asked to complete short writing assignments for the purpose of developing their thoughts on a given topic in preparation for the upcoming class discussion. These assignments are listed on the agenda following the materials assigned for each class session. Quizzes may also be given at the beginning of class in order to measure comprehension and retention of information. The homework assignments will be graded according to the following criteria and must be submitted at the beginning of class in order to receive credit:

9-10 points (A): Student has completed a cohesive, thoughtful, well-written entry of at least 150 words in length (and no more than 300) that demonstrates close familiarity with the assigned reading or viewing. Although this is not a formal essay, the entry should contain a clear beginning, middle and end; use correct grammar and punctuation; exhibit engagement with the topic; show insightfulness; and end with a question. Or, the student has written a series of shorter comments in Perusall or in response to other students' posts on Voices that together represent the equivalent of a cohesive, thoughtful, well-written single entry as herein described and in one way or another poses a question.

8 points (B): Student's post shows some modest deficiencies but makes a substantive contribution.

7 points (C): Student's post shows some notable deficiencies but makes a substantive contribution.

6 points (D): Student's post shows some notable deficiencies and makes only a nominal contribution.

5 points (E): Student's post shows some glaring deficiencies and makes no substantive contribution.

0 points (F): Student failed to post anything.

Analytical Papers: You will write 4 papers (3+ pages in length) on specific topics relevant to the assigned readings and viewings. All papers must contain a well formulated and evident thesis statement, a cohesive and coherent argument in support of the thesis, and a relevant and logical conclusion. Essays must follow MLA format, as well as be word-processed and double-spaced. Times 12 is the required font size with standard margins of 1 inch (left, right, top, and bottom). The quality of thought will count for 75% of the grade, and the quality of writing will count for 25%. It is expected that your papers will: (1) exhibit a broad range of verb forms; (2) make use of subjunctive and compound verb forms; (3) show command of subject-verb and noun-adjective agreement; (4) utilize pronouns and prepositions effectively. After the first essay has been graded, you may be asked to meet with me to identify specific areas for improvement in your writing and to set specific goals for the semester. The criteria for evaluating the critical essays is posted on the course website. It is strongly recommended that you give the writing task the attention and time that it deserves. Successful writing entails following a process of outlining, composing, revising, more revising, even more revising, and polishing. If you follow this strategy, you will be successful. **Notes:** (1) Consider investing in a grammar manual and a writing manual. Links to very good online grammar and writing manuals can be found on the course website, and you can consult with me during office hours to review how to best utilize a grammar and/or writing manual for this and for future courses; (2) You may not ask other people to edit or correct your papers; nor should you rely too heavily on online translation tools. If I have reason to believe that what I am reading is not your writing, I will consider it an act of cheating and assign an appropriate penalty. The most severe penalty is failure on the assignment and referral to the Dean for Curriculum and Academic Engagement for academic dishonesty. As the semester proceeds, I will be thinking of ways to help you develop as a writer. If I am reading work that isn't yours, then the process doesn't work. However, please know that you will be afforded ample time to complete the writing assignments and that you can consult with me or the TA prior to submitting your work.

Writing Portfolio: A writing portfolio is a showcase of your written work that is preceded by an accompanying cover letter that introduces the reader to the subsequent collection of writing. The writing portfolio must contain the following: (1) a balanced self-evaluation that details the strengths and weaknesses that the papers in the portfolio exhibit and a statement of what you think you will need to continue to hone in the future; (2) the four analytical essays that you wrote during the semester (the draft that was originally submitted for a grade and a post-grading draft that incorporates all of the corrections and editing suggestions provided by the professor); (3) the grading sheets that you received from the professor for each of the four assignments. It is expected that the presentation of the portfolio will be thoughtful, neat, and professional. The due date for this assignment is posted on the schedule of classes; however, it should be completed as soon after receiving the graded fourth paper as possible.

Independent Research on *donjuanismo*: As the core concept of the course, it is important for students to develop an informed understanding of it. What you discover about *donjuanismo* will enable you to acquire a much richer understanding of the assigned texts as well as write a more engaging research paper. You will be asked to report on your research in class at different points in the semester, and a 500-word report will be due by **Friday, April 14**.

Annotated Bibliography: The annotated bibliography will be completed in tandem with your research paper and independent research on *donjuanismo* and is due by no later than **Monday, April 24**. It is expected that the annotated bibliography will contain entries on *donjuanismo*, the Don Juan tradition in Spanish and/or world literature if you plan to analyze a cinematic or literary text for your final project, and the topic of your research paper. See the course website for a link to a website that provides an overview on how to complete an annotated bibliography. Your annotated bibliography must include a minimum of ten sources and conform to the MLA's formatting rules and conventions.

Presentation: During the final week of classes, each student will give a ten-minute presentation on his or her research project, which will culminate in the final research paper.

Final Paper: Each student is required to complete an independent research project on a topic related to the course. Your project can focus on one or more of the assigned texts, on a literary or cinematic text of your choosing that contains a Don Juan character, or on a socio-cultural topic related to *donjuanismo*. This assignment represents a culmination of the work done in the course, and you are encouraged to think creatively, take risks, and draw broad connections. Your task is: 1) to bring into focus your chosen topic utilizing as a theoretical point of reference Kate Manne's *Entitled: How Male Privilege Hurts Women* and the sources related to *donjuanismo* that you have independently researched and summarized in your annotated bibliography; 2) support your argument, address its possible weaknesses, and argue its validity using a selection of the available scholarship on your chosen topic. The library databases that yield the most academic articles on the texts assigned for the course are JSTOR and MLA. Similarly, scholarly books can be found in Consort and OhioLINK. Projects that rely heavily on non-academic sources will receive an **F**. The criteria used to grade the final paper can be found on the course website, and papers that merit an **A** will demonstrate excellence in the following areas: organization, cohesion, clarity, complexity, depth, insightfulness, precision, and expression. Furthermore, it is expected that your final paper will: (1) exhibit a broad range of verb forms; (2) make use of subjunctive and compound verb forms; (3) show command of subject-verb and noun-adjective agreement; (4) utilize pronouns and prepositions effectively. Essays must be word processed (using a 12-point font) and formatted according to the specifications of the most recent edition of the *MLA Handbook for Writers of Research Papers*. **Note:** Resources related to academic writing can be found on the course website as well as the website for the Writing Center. The required length of the paper is 2,500-3,000 words, and the paper must contain the following components:

- 1) Title Page
- 2) Synopsis (100-150 words)
- 3) Introduction that culminates in a strong thesis statement (250-500 words)
- 4) Literature review (250-500 words)
- 5) Discussion of your central concept (250-500 words, adapted from your research summary)

- 6) Analysis (1,000-1,250 words)
- 7) Conclusion (250-500 words)
- 8) Works Cited (# of words N/A)

The final paper is due by no later than **10:30 AM on Tuesday, May 9**. Please submit the paper as a Word document to Moodle.

Extra Credit: Students may complete an extra credit assignment worth up to three percentage points added to the final grade by writing an additional paper on a topic worked out with the professor. As with the required four papers, it is expected that the response papers done for extra credit will: (1) exhibit a broad range of verb forms; (2) make use of subjunctive and compound verb forms; (3) show command of subject-verb and noun-adjective agreement; (4) utilize pronouns and prepositions effectively; 5) respond directly and effectively to the prompt. **Note:** Students become eligible for extra credit only once they have submitted, on time, the four required compositions. The extra credit option may not be used to make up a missed paper. This assignment is due by **Monday, May 1**, at the beginning of class.

POLICIES AND FURTHER INFORMATION

Spanish is the language of instruction for this course.

The **Luce Spanish Suite** hosts activities open to the campus community. Announcements regarding these activities will be made periodically throughout the semester and students enrolled in this and other advanced Spanish courses are highly encouraged to get involved and participate.

Inclusive Learning Statement: Your success in this course is important to me. If there are circumstances that may affect your academic performance or impact your learning in particular portions of the class, please let me know as soon as possible. You do not need to share specifics, but together we can develop strategies to meet both your needs and the requirements of the course.

Names, Pronouns & Pronunciation: All people have the right to be addressed and referred to as they prefer. I will address and refer to each of you by the names and pronouns that you share with me and the class.

Classroom Atmosphere: This course is designed to provide and maintain an environment that is conducive to learning for all students. We will work together to encourage the free exchange of ideas in an environment of respect and civil discourse. Inappropriate comments or behavior can sometimes seriously undermine that environment. For example, while students and faculty are encouraged to debate ideas and offer differing viewpoints, even when these exchanges are uncomfortable, they should recognize that personal attacks are unacceptable. Steps to address disruptive or disrespectful behavior and assure that all students are able to participate fully in their academic pursuits are outlined in the Classroom Atmosphere Policy, located in both *The Scot's Key* and *The Faculty Handbook* (Chapter 3). A pattern of disruptive behavior will be addressed jointly by Deans of the offices of Academic Affairs and Student Affairs.

Academic Integrity at The College of Wooster: The academic program at the College seeks to promote the intellectual development of each student and the realization of that individual's potential for creative thinking, learning, and understanding. In achieving this, each student must learn to act rigorously, independently, and imaginatively. The College's understanding and expectations in regard to issues of academic honesty are fully articulated in the Code of Academic Integrity as published in *The Scot's Key* and form an essential part of the implicit contract between the student and the College. The Code provides framework at Wooster to help students develop and exhibit honesty in their academic work. You are expected to know and abide by these rules. Dishonesty in any of your academic work is a serious breach of the Code of Academic Integrity and is grounds for serious penalties. Such violations include turning in another person's work as your own, copying from any source without proper citation, violating expectations for a group project, submitting an assignment

produced for a course to a second course without the authorization of all the instructors, and dishonesty in connection with your academic work. You will be held responsible for your actions. Particular attention should be directed to the appropriate use of materials available online. Whether intentional or not, improper use of materials is a violation of academic honesty. If you are unsure as to what is permissible, please contact your course instructor.

Policy on Plagiarism: Plagiarism is the copying of a sentence (partial or full) or segment of discourse from another source without giving proper credit to its origins. Similarly, sentences copied from another source but with some lexical changes are also considered acts of plagiarism unless proper credit is given. Any intentional act of plagiarism will receive an automatic **F** on the assignment and will be reported to the Committee on Academic Standards, which can recommend that the student fail the course or be dismissed from the college. Evidence of intentionality includes but is not limited to uncovering the original source of the plagiarized material. If you have questions on what constitutes plagiarism, I encourage you to make an appointment with a staff member at the Writing Center (<https://www.wooster.edu/offices/writing/>).

Policy on receiving or giving help on any of the assigned writing tasks: It is not permitted to receive or give help with writing assignments for this class from people not enrolled in the class without prior permission from the professor—no exceptions. Nor is it permitted to write your papers in English and translate them into Spanish using an electronic translator. If it is evident to me that what I am reading is not your writing, I will deduct points from the grade in proportion to the severity of the infraction after discussing your paper with you during office hours. Cases of deliberate cheating will receive an automatic **F** and will be referred to the Committee on Academic Standards. This policy is designed to ensure fairness and to foster resourcefulness and effective work habits. If you have questions about what is permissible and impermissible, or why this policy exists, please see me during office hours.

Policy on Submitting Papers: Unless otherwise noted, all papers are due on the date specified on the agenda and must be submitted in printed form and stapled.

Policy on Acceptance of Late Work: All assignments are due at the beginning of class on the date specified on the agenda. Points will be deducted for work received during the first 48 hours after the deadline at the professor's discretion. All papers turned in more than 48 hours late will receive an automatic **F**.

Policy Regarding Conflicts with Academic Responsibilities: The College of Wooster is an academic institution and its fundamental purpose is to stimulate its students to reach the highest standard of intellectual achievement. As an academic institution with this purpose, the College expects students to give the highest priority to their academic responsibilities. When conflicts arise between academic commitments and complementary programs (including athletic, cultural, educational, and volunteer activities), students, faculty, staff, and administrators all share the responsibility of minimizing and resolving them. As a student you have the responsibility to inform the faculty member of potential conflicts as soon as you are aware of them, and to discuss and work with the faculty member to identify alternative ways to fulfill your academic commitments without sacrificing the academic integrity and rigor of the course.

Policy Regarding Smart Phones and Laptops: Smart phones may be used in class for the purpose of using applications that facilitate learning or engagement with peers. Points will be deducted from your class participation grade if I *hear* your cell phone, or for any disturbances caused by failure to follow proper cell phone etiquette. The use of laptop computers during class is permitted. Points can be lost, however, if it *appears to me* that a device is being used in a manner that doesn't facilitate learning or engagement with peers (keep in mind this is a very low threshold).

Academic Resource Center (academic Support and disabilities):

The Academic Resource Center, which is in APEX (Gault library) offers a variety of academic support services, programs and 1:1 meetings available to all students. Popular areas of support include time management techniques, class preparation tips and test taking strategies. The Academic Resource Center also

coordinates accommodations for students with diagnosed disabilities. **Contact:** Amber Larson, alarson@wooster.edu, (330)263-2595, or ARC Website.

Reporting Incidents of Bias: Diversity and inclusion are valued at the College of Wooster. Students, staff, and faculty who experience discrimination or bias-related harassment are encouraged to report any such incident. If you need to report an incident that you or someone else has experienced, you can:

- File a report online (where you may choose to identify yourself or not):
https://cm.maxient.com/reportingform.php?CollegeofWooster&layout_id=60
- Contact Security and Protective Services: 2590 (from campus phone) or 330-263-2590
- Call the Anonymous Tip Line: 2337 (from campus phone) or 330-263-2337
- Contact the Dean of Students Office: 2545 (from a campus phone) or 330-263-2545
- Contact the Chief Diversity, Equity, and Inclusion Officer, Dr. Ivonne M. García, 2167 (from campus phone) or 330-263-2167 or email at igarcia@wooster.edu.

Basic Needs, Food Security & Access to Course Materials: We learn as whole people. To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you have trouble with any of those things or need assistance obtaining the course materials for this or other classes, please talk with me or with staff in the Dean of Students office. Together we can work to make sure those needs are met. There is a Technology Assistance Application (Wooster login required) and Wooster alums have created a fund to assist students who encounter a personal financial crisis during their time at the College. Find out more through the DoS office. **Contact:** Dean of Students Office, dos@wooster.edu, 330-263-2545 (or go to Galpin Hall).

Wellbeing at Wooster: The College of Wooster is committed to supporting the wellbeing of its students. The Longbrake Student Wellness Center provides short-term counseling and connections to community agencies for students needing longer term or specialized resources. You can make an appointment by calling (330) 263-2319 between 8:30am-4:30pm during weekdays or by emailing Lori Stine (lstine@wooster.edu). You can also find helpful resources on the Counseling Services website at <https://www.wooster.edu/offices/health/counseling/>.

Important: (1) *It is expected that students will demonstrate courtesy, respect and professionalism towards their peers at all times, in accordance with the Wooster Ethic and the College's Core Values. Students can expect the same from the professor. A constructive attitude is appreciated by all.* (2) *The structure of the course and its governing policies are designed to accomplish the proposed objective and assure the fair and equal treatment of the students as responsible adults. Your presence in the class is an indication that you understand and agree to the requirements of the class as stipulated in the syllabus.*